

Unit 3

More About Me



General Goals for Unit 3

The prime objective of the Grade 4 *Learning English* program is to introduce students to English language words, phrases and expressions.

This unit aims to introduce students to basic vocabulary and expressions about **Personal Information**.

Unit 3 has six lessons and one review lesson. But you should consider using more than six classes to teach the unit. For example, you may want to include a lesson at the beginning of the unit to review what was learned in the previous class. Or, you may want to add a lesson at the end of the unit to review the material from all the lessons. You should allow the pace and content of your teaching to fit the needs and interests of your students.

Specific Goals for Unit 3

Knowledge and Skills

1. Students will be able to do the following:
 - Ask and answer **How old are you?**
 - Ask and answer **When is your birthday?**
 - Ask and answer **How tall are you?**
 - Explain where they live (location) and in what type of dwelling.
 - Ask and answer **How do you get there?**
 - Explain how they get to their home or school by different modes of transportation.
 - Ask and answer **What do you like to do?** (during spare time).
 - Read a story about a journey to and from home.
2. Students will be able to recognize, understand and use the following vocabulary:
year, class, house, bike, car, park, taxi, home, film
know, stand, come, do

near, old, not

by, a, an, the

3. Students will be able to recognize, understand and use the following expressions:

- **How old are you?**
- **I am nineteen years old.**
- **How tall are you?**
- **I'm 1.43 metres tall.**
- **She/He is ... metres tall.**
- **I live in a house.**
- **I live on the second floor.**
- **I live on Ninth Street.**
- **I live in an apartment on Zhonghua Street.**
- **How do you go to school?**
- **I go to school by bus.**
- **I live near/far from the school.**
- **What do you like to do?**
- **I like to see films at the cinema.**

Learning Strategies

Students will be taught the following basic learning strategies:

- To observe simple English conversations in everyday situations.
- To develop the habit of listening to the audiotape and repeating the sentences.
- To concentrate when learning.
- To take the initiative to ask questions of the teachers or of other classmates.
- To listen to and learn songs that will help them remember English expressions.

Affect and Attitude

Students are expected to do the following:

- To develop an interest and curiosity for learning English and find opportunities to practice their listening.
- To try to interact in and imitate English in everyday life.

Teaching Tip



Unit Plan

Take some time to prepare for the whole unit. A long range plan will keep you on target to make sure you are covering all of the required work. Decorate your class with colourful pictures of families including members, their jobs and things they like to do. This will motivate your students as they progress through the unit.

Lesson 13 How Old Are You?

Lesson 13 How Old Are You?

1 I'm eleven!

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5 When is your birthday, Danny?
July 5²¹

6 Danny!
Okay, okay! My birthday is July 25.

2 Let's do it!

Ask and answer. Then write.

How old are you, Tom?
I'm ten.

When is your birthday?
June 28.

Tom is ten. His birthday is June 28.

Tom	ten	June 28

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TEACHING GOALS

1. Students will be able to recognize, understand and use the following vocabulary:
old, year, not
2. Students will be able to recognize, understand and use the following expressions:
How old are you?
I am nineteen years old.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 13
- Chart paper

CLASS OPENING

Greeting and Review

Welcome the students back to class with: **Hello students! We are half way through our Learning English Book! You are excellent students! Give yourselves two big claps!**

Ask the students one by one to share concepts from Unit 2 with you. **Do you remember what last unit was about?**

Lesson Hook

Tell the students to open their Student Book to Unit 3.

Say: **What do you think this unit is going to be about? Can you guess?**

This unit is all about you!

Teacher: **Turn to page 34. Look at the picture in part 1. What do you think this part of the lesson is about? Can you guess what Jenny and Danny are talking about with their classmate?**

NEW CONCEPTS

1. I'm eleven!

Ask the students to look at the picture in part 1. They will see the following terms in the dialogue:

old, year, not

How old are you?

I am nineteen years old.

Point to each word and read it aloud. Have the students repeat each of the words and expressions as you point to them.

Play the audiotape as the students read along. Walk around the class listening to the students and to offer assistance as necessary.

●DEMONSTRATE●

Make a birthday chart for the class.

Class Birthday Chart

Student name	Age	Birthday
Shaolin	12	May 27
Xiaoxia	11	January 10
Flower	12	April 1

●PRACTICE●

Class Work

Read the birthday chart with the class.

Pair Work

Ask the students to work in pairs to practice reading the story in Part 1 together.

2. Let's do it!

Ask and answer. Then write.

In Part 2 there is a graph that the students should fill out by walking around and asking their friends for information. A sample has been completed for Tom. Remember to take down the **Class Birthday Chart** before beginning this activity so that students do not simply copy from it.

The teacher can ask several students to share what they have written in their graph with the rest of the class.

Optional

Making a Rhyming Couplet

Ask the students to write a rhyming couplet to finish the following lines of poetry by changing the age of the student. Below are some examples:

Look at her; she is three.

She would like to climb a tree!

Look at him; he is nine.

In school work, he is fine!

Look at Jack; he is ten.

Say this verse then start again!

ACTIVITY BOOK

.....

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

.....

Say: **All students who are nine years old can leave the class! Goodbye nine year olds!**

Do this for each of the age groups in the class.

After-Class Activities

Students can tell their parents how old they are in English.

They can also ask their parents how old they are in English.

Lesson 14 How Tall Are You?

Lesson 14 How Tall Are You?

1 How tall are you?

Let's get to work, class! I want to know more about you.



1 How old are you, Kim?

I'm eleven years old.

2 How tall are you?

I don't know!

3 You're 1.46 metres tall. You're tall!

She is 1.46 metres tall.

I'm 1.43 metres tall.

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2 How tall is Danny?

1 Danny, how old are you?

I'm eleven years old.

2 How tall are you?

I'm 2.10 metres tall.

3 No, Danny. Stand on your feet, please.

Oh. Okay, Mr. Wood.

4 How tall am I now?

You're 1.52 metres tall.

3 Let's do it!

Measure and write.

How tall am I?



You're 1.45 metres tall.

Name	How tall is he/she?

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TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
class, know, stand
- Students will be able to recognize, understand and use the following expressions:
How tall are you?
I'm 1.43 metres tall.
She/He is ... metres tall.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 14
- Flash cards and pictures for vocabulary from Lesson 14
- A measuring tape
- Chart paper

CLASS OPENING

Greeting and Review

Teacher: **Classity class!**

Students should respond with: **Yessity Yes!**

Say: **What did we learn in the last class? Can you tell me?**

Lesson Hook

Tell the students to open their Student Book to Lesson 14, page 36.

Say: **Today we will learn to say how tall we are in English!**

NEW CONCEPTS

1. How tall are you?

Say: **What is happening in Part 1? How do you know? Discuss the pictures on page 36 with the students.**

Point out the new words and expressions in this part of the lesson.

metre, class, know

How tall are you?

I'm 1.43 metres tall.

She/He is ... metres tall.

Ask the students to repeat each word or line after you.

Ask the students to listen to the audiotape and read along with the tape.

●DEMONSTRATE●

Look at Part 3 in this lesson. With the students, make a chart that includes their name and how tall each of them is.

Measure and write

Name	How Tall Are You?
Shaolin	1.38 metres tall
Xiaoxia	1.4 metres tall
Flower	1.22 metres tall

●PRACTICE●

Go through the chart with the students.

Ask the students to turn to both of their shoulder partners one at a time and ask and answer:

How tall are you?

2. How tall is Danny?

DRTA – Directed Reading and Thinking Activity:

Say: **What are Danny and Mr. Wood doing in this part of Lesson 14?**

**Look at Picture 1. What do you think Mr. Wood is asking?
What do you think Mr. Wood is saying to Danny in Picture 2? Why?
In Picture 3?
In Picture 4?**

Play the audiotape for this part of the story.
Students can follow along in their books.
Play the audiotape for Part 2 again. Ask the students to choral read the dialogue together.

Teaching Tip



Choral Reading

Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

3. Let's do it!

Measure and write.
Included in Part 1 above.

Optional

On one side of the doorway of your classroom, mark with masking tape how tall each student is. Put each student's name on the tape along with their height. At the end of the year, have the students measure to see how much each student has grown.

Teaching Tip



EFL Classrooms and Assigning Wall Space

Many/most EFL teachers have more than one class to teach. When doing an activity like the optional measuring activity above, simply find a different space in your classroom for each class you are teaching. Assign that space or wall to a particular class. This means that this wall or space should also include a Sharing Place or Wall for that particular class so they know this is where their special pictures are shown off!

ACTIVITY BOOK

.....

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**
Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Ask the students to leave the class depending upon their height, either from tallest to shortest or vice versa!

After-Class Activities

Students can measure how tall each of their parents is and share that information in the next English class.

Lesson 15 Where Do You Live?

Lesson 15 Where Do You Live?

1 A house and an apartment



I live in a house.



I live on the second floor.

This is a house. This is an apartment.



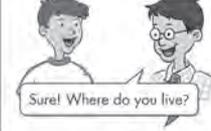
I live on Ninth Street.

I live on First Street.

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2 Where do you live?

1 Can you come to my home after school, Li Ming?



Sure! Where do you live?

2 I live in an apartment on Zhonghua Street. It's near the library.



Okay!

3 Let's do it!

Look and talk.

Where do you live?



I live on Tiyu Street. I live in a house near the supermarket.



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TEACHING GOALS

1. Students will be able to recognize, understand and use the following vocabulary:
a, house, an, the, come, near
2. Students will be able to recognize, understand and use the following expression:
I live in an apartment on Zhonghua Street.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 15
- Word and picture flashcards for Lesson 15
- Butcher block paper for mapping

CLASS OPENING

Greeting and Review

Teacher: **Good morning/afternoon students! How tall are you? How old are you? When is your birthday?**

Ask the three new questions from the last two lessons to a variety of students. Scaffold them to the correct responses.

Say: **Did anyone bring the measurements for how tall their parents are to class today? Who can share with us?**

Ask five or six students to share using full sentences:

My mother is ... metres tall.

My father is ... metres tall.

Lesson Hook

Tell the students to open their books to Lesson 15.

Teacher: **In this lesson, we will learn about where you live.**

NEW CONCEPTS

1. A house and an apartment

Tell the students to look at the three pictures in Part 1.

Say: **Where does Jenny live? And Li Ming?**

As the students give you their responses in Chinese, put the English words and expressions on the board:

a, house, an, apartment, the, floor

I live in a house.

I live on the second floor.

I live on Ninth Street.

Say each word and have the students repeat them after you.

Then say: **What is Danny pointing to in the third picture? Yes, he is pointing to the street where he lives.**

Play the audiotape and ask the students to read along. Do this several times.

•DEMONSTRATE•

Mapping Activity

Teaching Tip



Where we live – Mapping

Mapping a city or town is a good way for students to share where they live and the English street names in their city, town or village.

Ask the students to stand around a long piece of wall paper (about 2–3 metres long).

Tell the students that you will draw the main street that runs through the city or town on

the map from one end of the paper to the other. Label the name of the street in English.

As you “walk” down the major street in the centre of the city or town, students can tell you what streets intersect the main street and you can label these streets on the map as well.

Tell the students to sit close to where their home is located. They will be drawing the building where they live on the map.

It may be that many students live in the same apartment building. In this case, students must cluster together and one student will draw for the group.

Students who do not get to draw their specific apartment building can add other details onto the map such as: restaurants, corner shops like bakeries and laundromats, shopping centres, schools, parks, hospitals and other public buildings of importance.

Post the large class mapping activity on the wall so that the students can enjoy it AND so you can refer to it in the future or add additional information as required.

●PRACTICE●

Ask a variety of students to share where they live on the map at the end of the activity.

2. Where do you live?

Ask the students to look at the pictures on page 39 in Part 2.

Ask them to tell you what Li Ming and the other boy are talking about in each of the pictures.

Point out the new words: **come, after, near.**

Ask the students to listen to the audiotape and read along.

Walk around the classroom and listen to the students, helping where necessary.

●DEMONSTRATE●

Demonstrate the following dialogue with a student:

Say to the student: **I live in an apartment on ...** (whatever the name of your street is) **It is near the school.**

Put your explanation for where you live on the board.

Then ask several students: **Where do you live?**

Help the students to model their responses after your explanation on the board.

●PRACTICE●

Pair Work

Students can use the dialogue modelled by the teacher and their classmates in DEMONSTRATE to practice the new concepts in Part 2, Lesson 15.

3. Let's do it!

Look and talk.

Tell the students to look at the map in Part 3 of their textbook on page 39. Ask each student to put a mark on their own map for where they might live if they lived in this village.

Then ask the students to describe to their partner where they live when asked: **Where do you live?**

For example:

Student 1 places an X by the supermarket on Tiyu Street.

Student 2 asks: **Where do you live?**

Student 1 says: **I live on Tiyu Street. I live in an apartment near the supermarket.**

Optional

More places? How about me?

The map is displayed on the wall of the classroom.

The teacher can take all of the students over to the map and ask the students to point out where they live on the map by asking: **Where do you live?**

Students can describe where they live by naming the street they live on and various nearby buildings.

ACTIVITY BOOK

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Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

.....

Teacher says: **That was a great class, students! As we head out of the classroom, let's do a Gallery Walk one more time of the map we made today! Don't forget to say goodbye as you leave the classroom.** Let the students go by group, according to the street where they live.

After-Class Activities

Tell the students to share the new English phrases with their parents.

Lesson 16 How Do You Go to School?

Lesson 16 How Do You Go to School?

1 By bike or by car?



I go to the park by bike.



I go to the zoo by taxi.



I go to the restaurant by car.



I go to the library by bus.

Is your home far from the zoo?

Yes, we live far from the zoo.

How do you get there?

We get there by bus.

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2 How do you go to school?



How do you go to school, Kim?
I live near the school. So I walk there.



Jenny, how do you go to school?
I go to school by bus. I live far from the school.



How do you go to school, Steven?
By car. My dad drives me.



Do you walk to school, Danny?
No. I ride my bike!

3 Let's chant!

How do you go to school?
By bus, by bus.

How do you go to school?
By bike, by bike.

How do you go to school?
By car, by car.

How do you go to school?
On foot, on foot.



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TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
by, bike, car, park, taxi, home
- Students will be able to recognize, understand and use the following expressions:
How do you go to school?
I go to school by bus.
I live near/far from the school.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 16
- Flashcards for the four words in Lesson 16: bike, taxi, car, bus

CLASS OPENING

Greeting and Review

Teacher: **Good morning/afternoon students! Everyone from ... Street, please stand up and say Good morning/afternoon.**

Do this with all of the students.

Lesson Hook

Tell the students to open their books to Lesson 16.

Teacher: **In this lesson, we will learn the English words for how we get to different places in our community.**

NEW CONCEPTS

1. By bike or by car?

Tell the students to look at the pictures on page 40, Lesson 16.

There are four pictures with new English phrases below each.

by bike

by taxi

by car

by bus

Ask the students to repeat each new phrase after you say it.

Play the audiotape and ask the students to read along.

In the bottom section of Part 1, Jenny is talking to another girl about being far from the zoo.

Play the audiotape and ask the students to read along with this section of Part 1.

●DEMONSTRATE●

1. Ask four students to read each of the storyboards to the class in Part 1.
2. Then ask the whole class to choral read the bottom section of Part 1 together.

●PRACTICE●

Make a chart about the forms of transportation used by all of the students in the class.

Put the four forms of transportation in this lesson in the chart in the left column. Add any other forms of transportation the students use such as walking.

In the middle column, put an X mark beside each category for each student who uses this form of transportation.

The right column is for the total number of students using a particular form of transportation.

Transportation to School

Form of Transportation	Students who use the form of transportation marked by X's	Total number of students for each form
By bus	xxxxxx	6
By car	xxxx	4

By bike	xxxxxxxxxx	10
By taxi	x	1
By walking	xxxxxxxxxx	10
By pedicab	xxxx	4
Total students		35

Go through the chart with the students in English.

2. How do you go to school?

Ask the students to look at the pictures of Jenny, Danny, Steven and Kim in Part 2.

Ask the students what they think the children are talking about.

Go through each of the four pictures with the students using DRTA.

Read the real dialogue for each picture after you have asked the pertinent question/s for each.

For example:

Picture 1: **What do you think Danny is asking Kim in this picture?** (Read this picture)

Picture 2: **What are Jenny and Danny saying to each other in this picture?** (Read this picture)

Picture 3: **What is Danny asking Steven?** (Read this picture)

Picture 4: **What do you think Steven is asking Danny?** (Read this picture)

Play the audiotape for Part 2.

Ask the students to follow along in their books, choral reading the dialogue together.

Walk around and listen to see if any students need help.

●DEMONSTRATE●

Ask four students to read each of the storyboards to the class by playing the parts of Jenny, Danny, Steven and the girl in Picture 1.

●PRACTICE●

Pair Work

Ask the students to work with a partner to make a dialogue about how they go to school.

The dialogue should be four sentences long, two for each student.

Tell the students to practice their dialogues.

Share several with the class.

Teaching Tip



Making dialogues

For a change, ask the students to make their own dialogues. You will be surprised and pleased to see what the students can do! The students will find this activity even more challenging than practicing a pre-planned dialogue because they have to use their brain power to create something new!

3. Let's chant!

Chant: How do you go to school?

Play the chant so the students can hear the beat.

Tell the students there are four verses in this chant.
The verses repeat themselves so the chant is very easy!
Line 1 of each verse is the same: How do you go to school?
Line 2 of each verse only has two words to remember and these words repeat themselves!

Verse 1: By bus, by bus.

Verse 2: By bike, by bike.

Verse 3: By car, by car.

Verse 4: On foot, on foot.

Play the chant. Ask the students to stand up and chant along.

Optional

Moving right

Students make two lines facing each other.

The students on the right say: **How do you go to school?**

The students on the left reply by saying: **By bus/car/taxi/bike** or **on foot**.

The students reverse their dialogue roles and ask/answer the question again.

The teacher claps her hands and the students move to the right to practice the dialogue with a new partner.

ACTIVITY BOOK

.....

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books**.

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

.....

Teacher: **Students who walk to school can leave the class. Students who ride their bikes can go next. Students who take the bus can go next. Students who go by car or taxi can go last. Goodbye students! See you next class!**

After-Class Activities

Students can say the new chant to their parents.

Lesson 17 What Do You Like to Do?

Lesson 17 What Do You Like to Do?

1 I like to see films

What do you like to do, Guo Yang?

I like to see films at the cinema.



Guo Yang likes to see films at the cinema.



Li Ming likes to plant vegetables on the farm.



Danny likes to play on the computer.

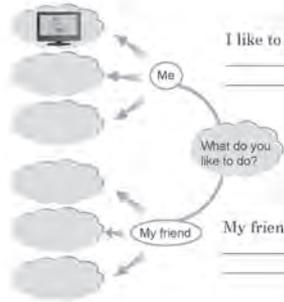


Zhang Yan likes to visit her grandparents on Sundays.

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2 Let's do it!

Talk, draw and write.



I like to watch TV.

My friend likes to _____

3 Letters and sounds

DI	work	word	world
OU	about	house	cloudy
X	taxi	six	box

Try to read

Tongue Twisters

- Mr. Max mixes six boxes in the taxi.
- She speaks few words when she is at work.

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TEACHING GOALS

- Students will be able to recognize, understand and use the following vocabulary:
do, film
- Students will be able to recognize, understand and use the following expressions:
What do you like to do?
I like to see films at the cinema.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 17
- Flash and picture cards for the new vocabulary
- Butcher block paper for brainstorming

CLASS OPENING

Greeting and Review

Say: **All the students who walked to school today, good morning/afternoon! How are you?**

All the students who rode their bike to school today, good morning/afternoon!

How are you?

All of the other students, good morning/afternoon! How are you?

Students should respond: **Fine, thanks** when their form of transportation to school is called.

Lesson Hook

Tell the students to open their books to Lesson 17.

Teacher: **In this class, you will learn how to ask and answer what you like to do after school.**

NEW CONCEPTS

1. I like to see films

Teacher: These are the new words and expressions we will learn today in Part 1:

do, film, computer, grandparent

What do you like to do?

I like to ...

Write the words and expressions on the board.

Go through each question or word with the students.

Tell the students to look at their Student Book on page 42.

Read Aloud – no questions

Play the audiotape for the students. Ask them to listen to the tape as they follow along in their books.

Play the audiotape again. Ask the students to choral read each picture's dialogue aloud together.

Teaching Tip



Benefits of Read-Alouds

The read-aloud process has enormous benefits to literacy learning. Read-aloud is an instructional practice where teachers read texts aloud to children. The reader incorporates variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery. Reading texts aloud is the single most important activity for building the knowledge required for successful reading.

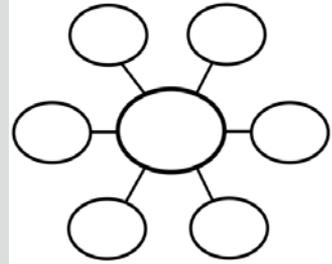
The read-aloud experience increases students' vocabulary development and comprehension growth and has the potential to increase motivation to want to read. It also builds the knowledge necessary for the successful acquisition of reading and writing. Reading aloud to children also builds and supports their listening and speaking abilities and enhances their overall language.

●DEMONSTRATE●

Brainstorm a What do You Like to Do? Web.

How to do Brainstorm a Web

- Put the theme of the brainstormed web in a centre circle. The theme of this web is What do you like to do?
- Ask the students to tell you things they like to do. Draw lines out from the centre circle to other circles where you will write the things that students like to do.
- Draw as many lines and secondary circles as you like – you can even do one for each student!
- Or you can make stars inside the things students like to do to show how many students like to do the same thing!



The possibilities are endless for creating a useful web when brainstorming with your students!

●PRACTICE●

Pair Work

Ask the students to turn to their shoulder partner and practice taking turns asking and answering the following question in English:

Student 1: **What do you like to do?**

Student 2: **I like to see films at the cinema** (for example).

2. Let's do it!

Talk, draw and write.

Tell the students to look at Part 2.

In this part, students work with a partner to ask and answer the question three times:

What do you like to do?

Students write their responses and their partner's responses in the three spaces provided for each partner in the Student Book.

Students then draw a small picture in each of the yellow clouds beside the sentences to show what it is they have written.

For example: **I like to watch TV.** There is a picture of a TV in the yellow bubble beside that sentence.

3. Letters and sounds

Tell the students to look at the section on page 43 called letters and sounds.

In this section they will learn about the letters and sounds: or, ou and x.

Go through the chart in Part 3 with the students.

Tongue Twisters

Read the tongue twisters for the students. Ask the students to try saying them together. Then ask some students to demonstrate saying the tongue twisters themselves.

Optional

More Tongue Twisters

Here is another tongue twister for **x** for students to try!

The fox in the box ate a mix of lox.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Say: **Classity class!**

Expect the students to say: **Yessity yes!**

Say: **Well done! Bravo! Everyone say hip hip hooray! See you next class!**

After-Class Activities

Students can share one of their tongue twisters with their parents that evening.

Lesson 18 A Little Horse Crosses the River

Lesson 18 A Little Horse Crosses the River

Story time

A mother horse and a little horse live on a farm. One day, the mother horse asks the little horse to carry a bag across the river.

"Can you do this work for me?"
"Sure, Mom."

The little horse comes to the river. He stops and thinks, "Is the river deep? Can I cross it?"



At that time, Ms. Cow shows up. "Excuse me, Ms. Cow. Can I cross the river?" "Yes, you can. The water is not deep at all." The little horse begins to cross the river.

"Don't cross the river, little horse!" A squirrel jumps down from a tree and cries. "It's very deep. Yesterday, one of my friends drowned in this river."



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The little horse doesn't know what to do next. He goes home.

"What's the matter, my child?"
"Ms. Cow says the river is not deep. But the squirrel says it is very deep. What can I do?"

"My child, go and try yourself. Then you'll know what to do. Be careful." The little horse comes back to the river and crosses it.

Now he knows how deep the river is.



cross 穿过 deep 深的 squirrel 松鼠 drown 淹死, 溺死

Think About It

- Is the river deep or not? What do you think?
- What can you learn from the story?

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TEACHING GOALS

Students will be able to understand and use the following vocabulary:

cross, deep, squirrel, drown

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 18
- Picture and flashcards for Lesson 18
- Storyboard paper for the students
- Premade teacher storyboard

CLASS OPENING

Greeting and Review

Say: **Welcome class! Congratulations! You have learned to talk about ways to travel to different places in your community in English! Have fun going from place to place!**

Lesson Hook

Tell the students to open their books to Lesson 18.

Teacher: **In this lesson, we will be reading a story! I will read it to you and as I read it, I will ask you questions. This is called DRTA and we have done this before. Who remembers? Very good. Let's begin!**

Teaching Tip



Directed Reading Thinking Activity (DRTA)

The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

Why use directed reading thinking activity?

- It encourages students to be active and thoughtful readers.
- It activates students' prior knowledge.
- It teaches students to monitor their understanding of the text as they're reading.
- It helps strengthen reading and critical thinking skills.

When to use:	Before reading	During reading	After reading
How to use:	Individually	With small groups	Whole class setting

How to use directed reading thinking activity?

Teachers should follow the steps below when creating a DRTA.

- Determine the text to be used and pre-select points for students to pause during the reading process.
 - Introduce the text, the purpose of the DRTA, and provide examples of how to make predictions. Note: Be aware of the reading levels of each student and be prepared to provide appropriate questions, prompts, and support as needed.
 - Use the following outline to guide the procedure: D = DIRECT. Teachers direct and activate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other materials. Teachers should use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?"). R = READING. Students read up to the first pre-selected stopping point. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until students have read each section

of the passage. T = THINKING. At the end of each section, students go back through the text and think about their predictions. Students should verify or modify their predictions by finding supporting statements in the text. The teacher asks questions such as:

- What do you think about your predictions now?
- What did you find in the text to prove your predictions?
- What did you we read in the text that made you change your predictions?

NEW CONCEPTS

Story time

Teacher: **Today we have a new story. Here are the new words in this story:**

cross, deep, squirrel, drown

Write the words on the board and go over them with the students.

Teacher: **I want you to listen to this story! As I read it to you, I'll ask you some questions to think about. Are you ready?**

Possible DRTA Questions for the story:

Before the story: **Look at the title of the story. Does anyone know what it says? Look at the other pictures on this page. Who do you think this story is about? Shall we find out?**

Teaching Tip



Use a variety of HOTS (Higher Order Thinking Skills) questions

Be sure to give students a variety of questions to enhance their thinking skills. DRTA is not just about Learning English words and phrases. It's also about interpreting the language. Use Bloom's Taxonomy to help you create questions that challenge students at all levels.

Applying Blooms Taxonomy to Language (EFL) Teaching

Language teachers should consider Bloom's Taxonomy during multiple stages of the B-SLIM model. Teachers need to consider how material can be scaffolded in a way that reflects Bloom's Taxonomy. In the second language learning context, learners must engage in a lot of knowledge and comprehension in their beginning stages of SL learning. As learners become more competent, activities should focus more on higher levels of thinking which are always more interesting to learners!

This following chart showing the six levels of Blooms Taxonomy with examples of outcomes:

Level	Example of outcome
Knowledge	Students can name specific terminology or specific facts.
Comprehension	Students can interpret information by rearranging the material by order of significance.
Application	Students can apply what has been learned to other situations and learning tasks.
Analysis	Students can break down material into parts and determine connection and interaction between parts.

Synthesis	Students can produce a plan or solution to a particular situation and originate a product that follows their original thoughts or ideas.
Evaluation	Students can apply known criteria to judge situations or conditions that they encounter.

Teachers should remember to ask students questions that will tap into the higher levels of Bloom's Taxonomy. Too often EFL teacher only ask knowledge questions such as what and who and forget to ask higher order thinking questions such as how or why.

After the DRTA discussion in each of the pictures, read that part of the story so that the students can better predict the correct responses to the questions you will have in the following pictures.

Picture 1: **In this picture, there is a big horse and a little horse. How do they know each other? What makes you think so?** (Application and Synthesis)

Picture 2: **Who does the little horse meet first? (Knowledge) What do you think the little horse is asking the cow? (Synthesis)**

Picture 3: **What do you think the squirrel is saying to the little horse? (Analysis) How do you know? (Synthesis) Look at the little horse. How does he feel? (Evaluation and Synthesis)**

Picture 4: **The little horse is talking to his mother in this picture. What is the little horse saying? (Synthesis)**

Picture 5: **Where is the little horse going? (Knowledge) Is he happy or sad? (Evaluation) How do you know? (Analysis) Why is he happy now? (Synthesis)**

Now say: **Let's listen to the story on the audiotape.**

Play the audiotape for the students. Ask the students to listen to the story.

•DEMONSTRATE•

Play the audiotape again and ask the students to choral read along.

•PRACTICE•

Class Work

Assign students to read the story in parts: narrator, the little horse, the mother horse, Ms. Cow, squirrel.

Make sure to go through the story and have each of the characters note which parts belong to them. This will be particularly helpful for the narrator and for sections where the character reading is not named.

Remind the students to enunciate clearly and add expression to their reading.

Group Work

Ask the students to work in groups of six to make a storyboard of the story.

Remind the students about the importance of storyboards.

Teaching Tip



What Are Storyboards?

Storyboarding, or picture writing, is the origin of all written language, and was used

by ancient cultures before text evolved. Storyboarding is as a natural bridge to text. The Chinese language was built using pictographs. Egyptians used storyboards, or hieroglyphics, first etched in stone and later written on papyrus, to organize a complex society and to rule the ancient world.

Look at any comic strip and you'll see picture writing in action.

A storyboard is a writing format, generally a set of boxes (or rectangles, circles, or other shapes) placed in a logically sequenced order. Each box or frame is a place for the writer to put information, pictures, symbols, or text. Storyboards appear in many forms, including emerging literacy books. Storyboards are widely used because we know pictures combined with text offer a rich synthesis of information that can entertain and inform. The pictures in picture writing can be simple cartoons, photographs, or sophisticated technical diagrams.

Simple stick pictures combined with minimal text is an essential writing style for storyboarding. Offering students hands-on drawing has many advantages over using premade images or clip art. Central benefits of stick pictures is that kids can do them themselves and that they like to draw. As we explore drawing, it is important to recognize that the act of drawing, like the act of writing text, is satisfying and informative. Putting pencil to paper, making symbols in pictures or text, helps our ideas to grow.

It is the logical sequencing power of storyboards, combined with the hands-on engagement of drawing, that makes this an excellent tool for young learners. A storyboard can be any length – from two to many boxes – and it can be simple or elaborate. Storyboards can also be adapted to fit many tasks from maps to time lines. Storyboards help students learn to sequence the events in a story in a simple way that makes it easy for the children to recall and retell what has happened!

For EFL students, this simple way of communicating content is a must technique for teachers to learn!

Explain how to make an according storyboard to the class.

Make sure you have a teacher-made storyboard ready as an example to show them.

Storyboard Instructions

Students in the group can decide which part of the story each of them will focus on.

Tell the students to fold three 8 x 11 papers in half from top to bottom and cut them. This will give them six pieces of paper for their storyboard.

Number the papers one through six to ensure that the pictures are in sequence.

Paper 1 is the title of the story.

Papers 1–5 are the parts of the story that go with the pictures.

Assign each group member one part of the story, title or picture.

Each student will draw a picture and then write one sentence about the part of the story they are responsible for (except for the student who is doing the title page). That person will put a picture, the title of the story and the names of the members of the group on the paper.

Students should colour their pictures and decorate their parts of the storyboard.

Before joining the storyboard together, the group can check each page for errors and quality.

Students place the pages 1–6 side by side in a line. Students then tape the six papers together to make a long line.

There are many ways to layout a storyboard. This storyboard will resemble a cartoon layout.

Students then fold the storyboard back and forth so the title page is on top and all of the other pages are accordingly beneath it.

Share the storyboards with the class during a Gallery Walk, where one member of each group stays with the storyboard and the rest of the group rotates through the other storyboards on the bell.

Think About It

Ask the students to turn to their shoulder partners and talk about the following question:

What can you learn from the story? (The moral)

The other question has already been covered during DRTA.

ACTIVITY BOOK

.....

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

.....

Ask the students if they liked this story. Ask what they liked best about the story. Tell the students that they have done a fine job in this unit. Next class will be their Unit 3 Review.

After-Class Activities

Students should prepare for the upcoming unit review.

Students can retell the story to their parents or read it from their Student Book to their family.

Unit 3 Review

Unit 3 Review

1 Listen and circle

- three thirty thirteen
- 1.42 metres 1.61 metres 1.53 metres
- by bike by taxi by bus
- first floor second floor third floor

2 Read and match



I go to the library by bus.

Kim is 1.46 metres tall.

I like to ride my bike.

My home is near the park.

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3 Read and talk

Lucy: Hi Jack. How old are you?
 Jack: I'm 11 years old.
 Lucy: When is your birthday?
 Jack: My birthday is July 25.
 Lucy: I'm 1.41 metres tall. How tall are you, Jack?
 Jack: I'm 1.52 metres tall.
 Lucy: Where do you live?
 Jack: I live in a house near the school.
 Lucy: How do you go to school, Jack?
 Jack: By bike.



4 Read and write

Name: Luo Li	Name:
Age: 10 years old	Age:
Height: 1.45 metres	Height:
Likes: reading story books	Likes:
My name is Luo Li.	_____
I am ten years old.	_____
I am 1.45 metres tall.	_____
I like to read story books.	_____

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5 Key words and sentences

Words:
 year class house bike car park taxi home film
 know stand come do
 near old not by a an the

Sentences:
 How old are you? I'm ten years old.
 How tall are you? I'm 1.43 metres tall.
 I live in an apartment on Zhonghua Street.
 How do you go to school? I go to school by bus.

6 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school					
At home					
I am...	A 10-12 ☆	B 7-9 ☆	C 1-6 ☆		

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CLASS OPENING

Greeting

Greet the class.

Teacher: **Good morning/afternoon, class.**

Today is our unit review!

Use the flashcards to review the words and structures from this unit with the following question: **What does this say? And this?**

With the students, say the chant **How do you get to school?** from Lesson 16.

Have the students open their books to page 46 and lead them through the review.

Teaching Tip



Keeping a daily record

Keep a record of which students answered your questions and participated by having a clip board with a class checklist on it. If a student participates, put a checkmark beside his or her name. If a student is having difficulty, put a star beside his or her name.

Use your checklist to keep track of who has answered questions and who has not. Some students will “hide” in your English class. If you keep a record of who has participated, these students can no longer “hide”.

REVIEW

1. Listen and circle

Students should listen to the audiotape and circle the correct answer of the three in each of the four questions in Part 1. Check as a class.

The audiotape says:

1. How old are you? I'm thirteen years old.
2. How tall is Kelly? She is 1.61 metres tall.
3. How do you go to the library? I go to the library by bike.
4. I live in an apartment. I live on the third floor.

2. Read and match

Tell the students to look at the sentences and pictures in Part 2. Students should draw a line between each sentence and the picture that goes with it. Check as a class.

3. Read and talk

Students should read the dialogue in Part 3 with a partner then have a discussion for two minutes about it. Then do an ask and answer activity in pairs.

4. Read and write

Say: **Look at the example in the left picture and the left story below the picture. Read the example. Fill in the right picture with information. Draw your own picture in the picture frame and then model the sentences below using your own information.** Check as a class.

5. Key words and sentences

Go through the key words and sentences in Part 5 with the students.

6. How am I doing?

Ask the students to fill in the self-evaluation chart in Part 6. Discuss with each student (as you walk around the room) how the student sees their progression.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Say: **Well done students! You have done a great job on this unit! Can you turn to your shoulder partner and shake his/her hand? Very good! Now everyone stand up. Walk straight ahead until you get to the blackboard. Then turn right and form a single line! As you leave the class today, I want each of you to gently give me a High 5!**

Teaching Tip



High Five

A high five occurs when two people hold up their right or their left hands and clap them together. A high five is a Western way of saying "Job well done!" to another person.

Unit 4

Countries We Know



General Goals for Unit 4

This unit aims to engage children in English conversation about countries in the world (that they have been introduced to in earlier books or that they are being introduced to for the first time) where English is spoken.

Unit 4 has six lessons, but you should consider using more than six classes to teach the unit. For example, you may want to include a lesson at the beginning of the unit to review what was learned in the previous class. Or, you may want to add a lesson at the end of the unit to review the material from all the lessons. You should allow the pace and content of your teaching to fit the needs and interests of your students.

Specific Goals for Unit 4

Knowledge and Skills

1. Students will be able to recognize, understand and use the following vocabulary:
map, star, Chinese, English, Miss
speak
yellow, easy
there, here, many, of
2. Students will be able to recognize, understand and use the following expressions:
 - **Where are you from?**
 - **I'm from the U.K.**
 - **We live in China.**
 - **We speak Chinese.**
 - **What is the capital city of China?**
 - **People speak English and French in Canada.**
 - **This is a flag of the U.S. It is red, white and blue.**
 - **The capital city of Australia is Canberra.**

Learning Strategies

Students will be taught the following basic learning strategies:

- To observe simple English conversations in everyday situations.
- To develop the habit of listening to the audiotape and repeating the sentences.
- To concentrate when learning.
- To take the initiative to ask questions of the teachers or of other classmates.
- To listen to and learn songs that will help them remember English expressions.

Affect and Attitude

Students are expected to do the following:

- Develop an interest in and curiosity for learning English and find opportunities to practise their listening.
- Try to imitate and use English in everyday life.

Lesson 19 A Map of the World

Lesson 19 A Map of the World

1 A map of the world

Look, class! This is a map of the world.

Can you find China on the map?

There it is. I live in China.

I live in Canada.

I live in Canada, too.

2 Where are you from?

1. Where are you from? I'm from the U.S.

2. Where are you from? I'm from the U.K.

3. Where are you from? I'm from Australia.

3 Let's sing!

Round and round the earth goes.
One big world, everyone knows.
Look around. What do you see?
I see one world for you and me.

I see Beijing. I see London, too.
I see Washington, D.C. How about you?
I see all the people living together.
Living in peace now and forever.



TEACHING GOALS

1. Students will be able to recognize, understand and use the following vocabulary:
map, of, there
2. Students will be able to recognize, understand and use the following expressions:
Where are you from?
I'm from the U.K.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 19
- Flashcards and pictures for the words in this lesson
- Map of the world – large
- Map of the world – small for each student

CLASS OPENING

Greeting and Review

Greet the class with “Classity Class!” and one clap.
Students should respond with “Yessity yes!”

Teaching Tip



Reminder about oral cueing

You can use oral cueing to get the students’ attention by saying phrases like:

Classity Class! With one clap.

The students should respond with:

Yessity Yes! to show they are all ready to listen.

This oral cueing can also be a greeting at the beginning of a class.

Teacher: **Classity Class!** (clap)

Students: **Yessity Yes!**

Ask the students what they remember from the last unit.

Teacher: **Can you remember what the last unit was about? Very good!**

Lesson Hook

Tell the students to open their books to Lesson 19.

Teacher: **Look at picture 1 in this lesson. What are Jenny, Danny and Li Ming doing? What do you think this lesson is about? Yes! It’s about countries in the world!**

NEW CONCEPTS

1. A map of the world

Say: **These are the new words you will learn today in this part of the lesson:**
map, of, world, there, Canada

Write the new words on the blackboard. As you say the words aloud, make sure to point to them so that the students can follow along.

Say each word one by one and have the students repeat the words after you.

Play the audiotape as the students follow along in their Student Book. Play it two or three times, listening to each student try to pronounce the words and helping them as needed.

2. Where are you from?

Say: **These are the new word and expressions you will learn today in this part of the lesson:**
U.S.

Where are you from?

I’m from ...

Write the new word and expressions on the blackboard. As you say the words aloud, make sure to point to them so that the students can follow along.

Say each word and expression one by one and have the students repeat the words after you.

Play the audiotape as the students follow along in their Student Book. Play it two or three times, listening to each student try to pronounce the words and helping them as needed.

●**DEMONSTRATE**●

Pass out the student maps.

Teaching Tip



Finding a good world map

There are lots of places on the internet where you can print off free world maps for your students to use during this unit.

Students can colour in the new countries they learn during this unit onto this map.

Teaching Tip



Doing not just seeing!

It is better for students to do an action than just read the text! Anytime you can involve students in physical activity, this will tap into the KT of VAKT to ensure that more of their senses are involved – this will help them during memory recollection!

●**PRACTICE**●

1. Students can colour and label the following countries on their map:

China, Canada, U.S., U.K., Australia

Students can turn to their shoulder partner and share their maps when they are done.

Say: **SHARE** to take the students into Whole Brain Learning.

Students will know that they need to talk for two minutes with a partner in English about their map.

Ask one or two students to share with the whole class afterwards.

2. Play: Where am I from?

Assign different student rows in your classroom as a country where they will “live”:

China, Canada, U.S., U.K., or Australia

Tell the students to stand up and walk around the room.

When you clap your hands once, students should turn to another person and take turns asking and answering: **Where do you live?**

Clap your hands two times and students walk again.

Clap one time and they turn to a new partner and ask and answer the question.

You can do this many times.

3. Let's sing!

Song: Round and Round the Earth Goes

Ask the students to look at page 51 of their books.

Play the audiotape. Let the students listen to the song.

Ask the students how many verses are there in this song: Two.

Point out the new words in this song.

Three more words are capital cities – they will learn about these cities later on in this unit:

Beijing, London, Washington, D.C

Put the new words on the board. Ask the students to read them after you as you point to each word.

Say each line in Verse 1 line by line. Have the students repeat each line after you.

Then ask them to say all four lines with you.

Say each line in Verse 2 line by line. Have the students repeat each line after you.

Then ask them to say all four lines with you.

Play the song again. Ask the students to finger track the words in the song as it is played.

They can also listen to the rhythm of the song. The rhythm will help them remember the words.

Play the song again and ask the students to sing along.

Ask the students to stand up and sing along as you play the audiotape.

Optional

Play: Where am I from?

Play Where am I from? again but change where each of the rows of students come from for variety!

ACTIVITY BOOK

.....

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

.....

Ask the students to leave the classroom as you call out the country that their row was assigned.

Students can sing the song as they walk to the door today.

After-Class Activities

Students can share the new song with their families.

Lesson 20 China

Lesson 20 China

1 A map of China

This is a map of our country. We live in China. We speak Chinese.



1 What is the capital city of China, Li Ming?

It's Beijing!

2 This is the flag of China. Do you know?

Yes, I know. It is red. It has five yellow stars.

2 In China

This is Tian'anmen Square in Beijing.



What is this, Li Ming?

I know the name in Chinese.



It's called the Great Wall in English.

3 Let's do it!

Look and write.



This is a _____ of China.
We live in _____. We _____ Chinese.



This is the flag of China.
It is red. It has five _____.

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53

TEACHING GOALS

1. Students will be able to recognize, understand and use the following vocabulary:
speak, Chinese, yellow, star
2. Students will be able to recognize, understand and use the following expressions:
We live in China.
We speak Chinese.
What is the capital city of China?

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 20
- Flashcards and/or pictures for new words in Lesson 20
- Student world map
- Class world map

- Map of China
- Teacher travel brochure
- Student paper for a travel brochure

CLASS OPENING

Greeting and Review

Greet the students with the song **Round and Round the Earth Goes** playing on the audiotape as they come into the classroom. With gestures, show the students that you want them to sing the song along with you.

Then say: **Classity class.** And clap your hands once.

Expect the students to say: **Yessity, yes!** This shows that they are ready to learn!

Lesson Hook

Tell the students to open their Student Book to Lesson 20.

Teacher: **What do you think we are going to learn about in this lesson? It is a very special lesson to all of us! Yes! In this lesson you will learn how to tell an English person all about China!**

NEW CONCEPTS

1. A map of China

Ask the students to take out their world maps and colour in China and label it.

Put a map of China on the blackboard.

Say: **This is a map of our country. We live in China. We speak Chinese.**

Ask the students to repeat these phrases after you.

Tell the students to look at picture 1.

Say: **In picture 1, the girl is asking Li Ming what the capital city of China is.** (Explain the term **capital city** in Chinese.)

Ask: **What is the capital city of China?**

Wait for a student to respond. If no one can give you the answer, say: **It's Beijing. Beijing is a new word in this picture.**

Ask the students to repeat these two lines after you.

Ask the students to take out their world maps and label **Beijing** on it. Show them where **Beijing** goes on your map.

Say: **Look at picture 2. What is Li Ming talking with the girl about here?**

Say the new words in this picture are **flag, yellow** and **star**.

Read the dialogue in picture 2 for the students.

Play the audiotape. Ask the students to read along. Play it 2–3 times as necessary. Walk around the class and help students who need assistance.

●DEMONSTRATE●

Ask the students to mark the capital city of China – Beijing on their world maps.

Ask several students the following:

What is the capital city of China?

Tell me about the flag of China. (Expect students to describe the flag in English as red with five yellow stars.)

●PRACTICE●

Tell the students to turn to their shoulder partner and take turns talking about the capital city and the flag of China in English.

Say: **SHARE.**

2. In China

Say: **Turn to page 53 in your books. There are two pictures in Part 2. What is the first picture?**

When a student gives you the correct response, put the English word **Tian'anmen Square** on the board.

Say: **This is Tian'anmen Square in Beijing.** Ask the students to repeat after you.

Say: **Look at picture 2. What is this?**

When a student gives you the correct response, put the English word for **Great Wall** on the board.

Say: **This is the Great Wall.** Ask the students to repeat after you.

Play the audiotape. Ask the students to read along. Play it 2–3 times as necessary. Walk around the class and help the students who need assistance.

●PRACTICE●

Tell the students that they are each going to make a travel brochure for China.

Travel Brochure Instructions

1. Fold your piece of paper in half horizontally.
2. The front page is the cover page for the brochure. This page should have China and a picture of China drawn on it. Also put your name on cover page.
3. The left inside page will have information about China's capital city and flag on it. Make sure to colour the flag and write a sentence about both the capital city and the flag on your brochure.
4. The left inside page will have a picture of the Great Wall or Tian'anmen Square on it. Put a sentence in English about this place on this page.
5. The back page is where you tell people why China is so great! You can say: China is beautiful! You can say: The food in China is great! or I love my country! Draw a picture to go with your sentence.
6. Do a good job! This travel brochure could be used to invite people from around the world to China!

Ask the students to stand up and walk around the class. When you clap your hands, students should take turns sharing their brochure with a classmate by reading each page and talking about China in English!

3. Let's do it!

Look and write.

Tell the students to look at the sentences that go with the two pictures in Part 3.

Students should decide how they will complete each of the sentences by looking at their Student Book in this lesson for phrases and writing them on the spaces provided.

ACTIVITY BOOK

.....

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

.....

Exit ticket: Tell the students that they must whisper their favourite thing about China to you as they leave class today!

After-Class Activities

Students can take their brochures home to read to their parents but must bring them back to post on the Sharing Wall the next day.

Lesson 21 Canada

Lesson 21 Canada

1 A map of Canada

This country is Canada. I know about Canada!



What do you know, Li Ming?

Jenny and Danny live in Canada.
Canada is far from China.
The capital city of Canada is Ottawa.
People speak English and French in Canada.
Canada has cold winters and hot summers.



This is the flag of Canada. It has a red maple leaf on it.

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2 In Canada



This is Niagara Falls. Niagara Falls is a famous waterfall in Canada.



This is the CN Tower in Canada. It's famous.

3 Let's sing!

*I live in Canada. Don't you know?
Here is something special that we all know.
It's a country of many cultures.
It's in North America. You should go!*



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TEACHING GOALS

1. Students will be able to recognize, understand and use the following vocabulary:
English
2. Students will be able to recognize, understand and use the following expression:
People speak English and French in Canada.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 21
- Chart paper
- Construction paper

CLASS OPENING

Greeting and Review

Play the national anthem of Canada on the audiotape or on your computer as the students enter the class.

Lesson Hook

Say: **Today we are going to learn about the place where Jenny and Danny come from! Do you know where that is? Yes, it is Canada! Very good!**

NEW CONCEPTS

1. A map of Canada

Ask the students to take out their world maps and colour in Canada and label it.

Put a map of Canada on the blackboard.

Say: **This is Canada. I know about Canada.**

Ask the students to repeat these phrases after you.

Also say: **What do you know?** And expect the students to repeat this question after you.

Read the story in the blue square (page 54) to the students.

Write the words **Ottawa, English, French, maple** and **leaf** on the board. Tell the students these are the new words in this part of the lesson. Ask them to repeat the words after you.

Ask the students to take out their world maps and label **Ottawa** on it. Show them where **Ottawa** goes on your map.

Tell the students to look at the flag of Canada at the bottom of the page.

Say: **Li Ming is pointing to the flag of Canada. The flag of Canada is red and white. In the middle is a picture of a maple leaf. The maple leaf comes from a tree that is very famous in Canada.**

Ask the students to repeat: **maple leaf.**

Teaching Tip



Some information about the Maple Leaf of Canada

Well before the coming of the first European settlers, Canada's aboriginal peoples had discovered the food properties of maple sap, which they gathered every spring. According to many historians, the maple leaf began to serve as a Canadian symbol as early as 1700.

- In 1834, the St. Jean Baptiste Society made the maple leaf its emblem.
- In 1836, *Le Canadien*, a newspaper published in Lower Canada, referred to it as a suitable emblem for Canada.
- In 1848, the Toronto literary annual, *The Maple Leaf*, referred to it as the chosen emblem of Canada.
- By 1860, the maple leaf was incorporated into the badge of the 100th Regiment

(Royal Canadians) and was used extensively in decorations for the visit of the Prince of Wales that year.

- Alexander Muir wrote *The Maple Leaf Forever* as Canada's confederation song in 1867; it was regarded as the national song for several decades. The coats of arms created the next year for Ontario and Quebec both included the maple leaf.

- The maple leaf today appears on the penny. However, between 1876 and 1901, it appeared on all Canadian coins. The modern one-cent piece has two maple leaves on a common twig, a design that has gone almost unchanged since 1937.

- During the First World War, the maple leaf was included in the badge of the Canadian Expeditionary Force. Since 1921, the Royal Arms of Canada have included three maple leaves as a distinctive Canadian emblem. With the proclamation of Canada's new flag in 1965, the maple leaf has become the most-prominent Canadian symbol.

- In 1939, at the time of World War II, many Canadian troops used the maple leaf as a distinctive sign, displaying it on regimental badges and Canadian army and naval equipment.

- In 1957, the colour of the maple leaves on the arms of Canada was changed from green to red, one of Canada's official colours.

- On February 15, 1965, the red maple leaf flag was inaugurated as the National Flag of Canada.

Play the audiotape. Ask the students to read along. Play it 2–3 times as necessary. Walk around the class and help students who need assistance.

●DEMONSTRATE●

Walk around the classroom asking:

What do you know about Canada?

Expect the students to tell you one thing.

●PRACTICE●

Pair Work

Tell the students to turn to their shoulder partner and talk, for two minutes, about what they have learned about Canada.

Say **SHARE!**

Ask several students to share with the whole class.

2. In Canada

Ask the students to look at the pictures in part 2 of lesson 21.

Say: **There are two pictures in part 2 of very famous places in Canada.**

Put the new words on the board: **Niagara Falls, famous, waterfall, CN Tower.**

Ask the students to repeat the words after you.

Tell the students that in picture 1, they are looking at Niagara Falls.

Say: **This is Niagara Falls. Niagara Falls is a famous waterfall in Canada.**

Ask the students to repeat this line after you.

Tell the students that in picture 2, they are looking at the CN Tower.

Say: **This is the CN Tower. The CN Tower is a famous tower in Canada.** Ask the students to repeat this line after you.

Play the audiotape as the students follow along in their Student Book. Play it two or three times, listening to each student and helping them as needed.

•DEMONSTRATE•

Walk around the classroom asking the students **What do you know about Canada?**

Continue asking until the students have told you all of the details in Parts 1 and 2.

•PRACTICE•

Pair Work

Students can work together to make a brochure of Canada. (They know how to do this already.)

This time they can choose to fold their paper any way they want to make their brochure.

The information the students should include on their brochure is found in Lesson 21.

Ask several pairs to share their brochure with the class.

Post the brochures on the Sharing Wall and do a Gallery Walk.

3. Let's sing!

Song: I live in Canada

Tell the students that this song has only one verse that has two rhyming couplets.

Play the song for the students.

Point out the new words to the students.

Say them as the students point to them and ask the students to repeat each word after you.

Go through the song line by line, asking students to repeat after you.

Clap out the rhythm of the song with the students as they listen to the song for the first time.

Play the song again. Ask the students to join in singing.

Ask the students to stand up and sing.

ACTIVITY BOOK

.....

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

.....

Ask the students to sing the song as they leave class today.

After-Class Activities

Students can tell their parents all about Canada.

They can also sing the new song to their families.

Lesson 22 The U.S. and the U.K.

Lesson 22 The U.S. and the U.K.

1 The U.S.

Here is a map of the U.S.



The capital city is Washington, D.C.

1 In the U.S., they speak... English!

2 This is the flag of the U.S. It is red, white and blue.




This is the White House. It is in Washington, D.C.



This is the Statue of Liberty. It's in New York.

56

2 The U.K.

What country is this, Li Ming?



It's the U.K.

1 What do they speak in the U.K.?

That's easy! English!

2 Do you know the capital city of the U.K.?

Yes, I know! It's London.



The flag of the U.K. is red, white and blue.



This is Big Ben. It is in London.

57

TEACHING GOALS

1. Students will be able to recognize, understand and use the following vocabulary:
here, easy
2. Students will be able to recognize, understand and use the following expressions:
This is a flag of the U.S. It is red, white and blue.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 22
- Students and teacher world maps
- Peer assessment forms

CLASS OPENING

Greeting and Review

Greet the students: **Good morning. Classity Class! (Clap!)**

The students should say: **Good morning! Yessity Yes!**

Sing along with the students the song **I live in Canada.**

Lesson Hook

Teacher: **In this lesson, we are going to learn about two new English speaking countries. Can you guess what they are?**

NEW CONCEPTS

1. The U.S.

Teacher: **Turn to page 56. Which country is this part of the lesson about? Yes! It's about the U.S.**

Ask the students to take out their world maps and colour the U.S. and label it.

Say: **Here are the new words you will learn in Part 1 of lesson 22:**

here, Washington, D.C., the White House, the Statue of Liberty

Write the new words and phrases on the board.

Go over them one by one with the students.

Say: **Let's sing Round and Round the Earth Goes from Lesson 19 with the audiotape. See! You have already heard about Washington, D.C. in this song!**

Ask the students to take out their world maps and label **Washington, D.C.** on it. Show them where this city is on your map.

Say: **In picture 2, Li Ming is showing us the flag of the U.S. What is in picture 3? Do you recognize this building? Yes, it is the White House.**

Ask the students to repeat **the White House** after you.

Say: **Picture 4 shows the picture of the Statue of Liberty.**

Say: **How do you know about this building? Have a brief class discussion.**

Play the audiotape for the students. Have the students follow in their Student Book, pointing to each word as it is said.

Play the audiotape again and ask the students to choral read the words together.

●DEMONSTRATE●

Ask some students to read the story for each picture in Part 1.

Ask the class to choral read the whole story together.

2. The U.K.

Ask the students to look at the pictures on 57 that go with the story in Part 2.

Say: **Do you know what this country is? Yes, it is the U.K.**

Ask the students to take out their world maps and colour **the U.K.** and label it.

Say: **In picture 2, Li Ming is telling us that the capital of the U.K. is London.**

Write the word **London** on the board. Say it and ask the students to repeat after you.

Ask the students to take out their world maps and label **London** on it. Show them where this city is on your map.

Say: **Picture 3 shows the flag of the U.K.**

Ask: **Do you know what the building is in picture 4? It is Big Ben, the clock tower in London.**

Put the word **Big Ben** on the board, say it and ask the students to repeat after you.

Play the audiotape and ask the students to follow along.

Play the audiotape again and ask the students to choral read each part.

•DEMONSTRATE•

Ask some students to read the story for each picture in Part 2.

Ask the class to choral read the whole story together.

•PRACTICE•

Group Work

News Report Instructions

Students are divided into newspaper teams of four members.

Students will pick a paper from a basket. On that paper will be written the name of the country they are reporting about.

Students will be reporting on either the U.K., the U.S., China or Canada.

Students need to look in their Student Book to help them collect information to make up their news report.

The news report for each country must be at least four to six sentences in length.

If they know more information in English than is in their books, they can also add that information.

Groups must use all of their group members.

• A main reporter can interview the other group members to find out information about their country.

• Group members can take turns being the reporter and each say something about their country.

• Groups can choose a different way to report their information.

Their peers will evaluate their reporting.

Groups present their news report to their classmates.

Classmates use a basic peer assessment form to score the other groups.

The teacher can include the following information on the form:

Class _____		
Group members _____		
Date _____		
Country _____		
	Yes	No
Looks at me		
Speaks well		
Knows information		
Is confident		
Is interesting		

Teaching Tip



Assessment for Learning (AFL)

Evaluation is an important academic and life skill. The ability to reflect upon work and achievements can help establish, through individual assessment targets, where children are in their learning process, where they need to go and how best to get there. FL supports students becoming in their own and others' assessments so that they have firsthand knowledge about the standards they should be striving for.

Peer and self assessment

Peer and self assessment are two elements that make up AFL.

- Peer assessment enables children to provide each other with valuable feedback on work so that they can learn from and support each other. The opportunity to discuss, explain and challenge each other adds a valuable dimension to learning overall.

- Self assessment provides the opportunity to promote independent learning to children; thereby, helping them to take increasing responsibility for their own progress as they form judgments about their own work.

Peer group assessments are given to each of the groups.

The teacher can either assign each group one other group to peer assess, or she/he can have the groups assess all of the other groups.

Groups review how the classmates have assessed them. Forms are then returned to the teacher.

Optional

Draw: What is it?

Draw: What is it? Rules

The teacher writes down items the students should know (as they have already been introduced to them) from the four countries on various pieces of paper. Examples:

Big Ben, the White House, U.S. flag, Canadian flag, Tian'anmen Square, the Great Wall, Chinese flag, Niagara Falls, maple leaf, U.K. flag.

A student comes to the front of the room and picks one of the words from a box.

The student must draw the item on the board.

The other students must guess what the drawing is of.

If a student gets the answer correct, he or she draws next.

If not, the teacher picks a new drawer.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Say to the students: **Great job today! Goodbye Classity Class!**
Students respond with: **Goodbye teacher! (or Coachity Coach)**

Teaching Tip



Whole Brain Teaching Review

The Whole Brain Teaching approach is fun and extremely successful. It just makes sense to teach this way.

Teaching Classity Class

First you say, “**Class**” and the students respond, “**Yes**”. You will need to explain to them that when you say “**class**” you want them to respond “**yes**”. It’s a good idea to practice these expressions a few times and praise them for their efforts. Tell the students that they must also look at you when they say “**yes**”.

Raising the bar a little

Tell the students that they are so clever that they can now try the advanced level of “**Class – Yes**”. This motivates them even further. You can vary your class delivery. Try a high voice/low voice variation.

Next try saying “**Classity class**” and the students should copy you by responding “**Yessity Yes!**”

You can use the whole brain approach with most instructions you want to give such as: **Share! Yes! Walk! Sit! Yes!** etc.

After-Class Activities

Students teach their family the English words for the different subjects they take in school.

Lesson 23 Australia

Lesson 23 Australia

1 A map of Australia



Miss Zhang: Do you know the capital city of Australia?
Li Ming: No, I don't know.

Miss Zhang: The capital city of Australia is Canberra.

Li Ming: I know they speak English in Australia!

Miss Zhang: That's right! This is the flag of Australia.

What colour is it?

Li Ming: It's blue, red and white.



2 In Australia

Kangaroos live in Australia.



There are many beautiful beaches in Australia.



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3 Let's chant!

I want to go to London in the U.K.
See Big Ben along the way.

Go to Australia to see a kangaroo.
I hope to see a koala bear, too.

In the U.S. I'd like to see
The Statue of Liberty.

In Canada, give my friends a call.
See the CN Tower and Niagara Falls.

Back here in China, there is so much to see.
First Tian'anmen Square, then the Great Wall, please!



4 Letters and sounds

ai wall tall walk

ch China beach teacher

kn know knee knife

Try to read

Tongue Twisters

1. There is a tall wall beside the waterfall.
2. How much wood could a woodchuck chuck?



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TEACHING GOALS

1. Students will be able to recognize, understand and use the following vocabulary:
Miss, many
2. Students will be able to recognize, understand and use the following expression:
The capital city of Australia is Canberra.

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 23
- Pictures and flashcards for new vocabulary
- Students world maps
- Teacher world map

CLASS OPENING

Greeting and Review

Say: **Good morning classity class!**

Students reply with: **Good morning coachity coach.**

Ask several of the students what they remember about the four country news reports from last day.

Lesson Hook

Teacher: **In this lesson, we will learn about another English speaking country. This country is in the Southern Hemisphere.** (Explain what this means in Chinese.)

Say: **Can you guess the name of this country?**

NEW CONCEPTS

1. A map of Australia

Say: **Look on page 58. This part of the lesson is about Australia.**

Tell the students to take out their world maps and colour in Australia.

Tell them to also mark the capital of Australia (Canberra) on their maps.

Show them where the city is on your map.

Say: **Here are the new words and expression in this part:**

Miss, Canberra

The capital city of Australia is Canberra.

Print them on the board.

Help the students find them in their books.

Play the audiotape for Part 1.

Play it again and ask them to read along as you walk around the class listening to them.

2. In Australia

Say: **Look on page 58. There are two pictures in Part 2.**

Ask: **Who knows what the animal is in the first picture? Yes. It is a kangaroo.**

Say: **Kangaroos live in Australia.** Ask the students to repeat this line after you.

Ask: **What is in the second picture?**

Say: **It is a beautiful beach.** Ask the students to repeat this line after you.

Print the new words on the board.

kangaroo, many, beautiful, beach

Help the students find them in their books.

Play the audiotape for Part 2.

Play it again and ask them to read along as you walk around the class listening to them.

●DEMONSTRATE●

Point to Australia on the big class map and ask: **What country is it?**

Ask: **What is the capital city of Australia?**

What is the flag of Australia like?

What animal lives in Australia?

Where do people go to have fun in Australia?

Ask these questions several times to many students.

●PRACTICE●

Write an LEA story with the students about the countries they now know about: China, Canada, U.S., U.K., Australia.

Remind students that they need an opening and closing sentence in their story.

Authors of sentences should also be noted.

Help students with the English words for their sentences.

**Sample LEA Story
Countries We Know About**

We know about many countries. (opening sentence) (Janet)

I live in China. (Jim)

The capital of China is Beijing. (Jan)

I like the Great Wall. (Xiaoxia)

Canada is far from China. (Sally)

Niagara Falls is a famous waterfall in Canada. (Barby)

The U.S. flag has stars and stripes. (Jim)

I want to go to Washington, D.C. (Lily)

The capital of Australia is Canberra. (Flower)

I like the kangaroos best! (Tingting)

In Canada, the U.S., the U.K. and Australia the people speak English. (Joe)

We like learning about countries! (Tammy)

Ask the students who are authors of the sentences to read their own sentence first from top to bottom.

Then ask the class to choral read the whole story together.

Praise the class: Tell the class to give themselves three big claps for a job well done!

3. Let's chant!

Chant: I want to go!

Play the chant for the students. Ask them to clap along with the beat of the chant.

Ask how many verses there are: **Five.**

Point out the new words in this chant and have the students repeat each new word after you.

Say each line. Ask the students to repeat each line after you.

Then say each verse and ask the students to repeat each verse after you.

Play the chant and ask the students to clap and chant along. They can follow along in their books.

4. Letters and sounds

Look at the letters and sounds in Part 4.

Read the sounds to the students then say the words for each sound.

Ask the students to repeat the sounds and words after you as you say them.

Teaching Tip



Unusual sounds

Al: when you find **al** in the middle of a word, the **l** is often doubled.

Ch: **ch** is a digraph. A digraph is two letters that make one sound. Other digraphs are: wh, sh, th.

Kn: when **kn** are together, the **k** is a ghost letter, it is silent.

Tongue Twisters

Go through the tongue twisters with the students.

Optional

More Tongue Twisters

Say them slowly and then speed up to make them harder. Repeat them over and over. See how many students can continue to say the new tongue twisters without mistakes!

Chuck chopped chocolate chips.

“**Night, night,**” said the knight to the knight with a knife.

ACTIVITY BOOK

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let’s open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Ask the students to all say the **Knight night** tongue twister together before they say goodbye for the day.

After-Class Activities

Students can share the information about Australia with their parents.

Students can share one of the tongue twisters with their parents.

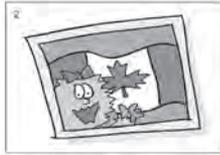
Lesson 24 Maddy's Family Photos

Lesson 24 Maddy's Family Photos

Story time



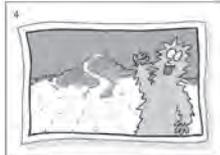
Hi! It's me, Maddy the Monster. My family lives in many different countries. Do you want to see my family photos?



This is me. I live in Canada. I speak English and French.



I like to go to Niagara Falls. This is me at Niagara Falls.



This is my cousin. My cousin lives in Beijing. She speaks Chinese. She likes to go to the Great Wall. It is long.

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This is my grandfather. Do you know where he lives? Yes! He lives in the U.S. My grandfather likes to see the Statue of Liberty. What do they speak in the U.S.? They speak English.



This is my aunt. My aunt lives in London. Do you know where London is? Yes! It's in the U.K. It is the capital city of the U.K. My aunt likes to have tea with the queen at the palace.



This is my uncle. My uncle lives in Australia. He speaks very good English. My uncle likes to go to the beach. How does he go to the beach? By kangaroo.

photo 照片 queen 女王

Think About It

- Where does Maddy live?
 - She lives in Canada. She lives in the U.S.
- Where does Maddy's grandfather live?
 - He lives in the U.S. He lives in Australia.
- How does Maddy's uncle go to the beach?
 - By monster. By kangaroo.

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TEACHING GOALS

Students will be able to understand and use the following vocabulary:

photo, queen

TEACHING PREPARATION

- Audiotape/Multimedia CD for Lesson 24
- Pictures and flashcards of important places or things in the story: **Niagara Falls, the Great Wall, the Statue of Liberty, Queen of England, kangaroo, beach**
- Paper for storyboards

CLASS OPENING

Greeting and Review

Greet the students. Say: **Hello everybody! You are a great class! Give yourselves three claps! You make me very happy!**

Lesson Hook

Tell the students to open their books to Lesson 24.

Teacher: **In this lesson, we are going to read a new story. I'm going to ask you lots of questions so let's get started!** (The teacher has chosen to use DRTA with this story.)

NEW CONCEPTS

Story time

Say: **Here are the new words for this story:**

photo, queen

Put the new words on the board. Go over them with the students.

Explain that **Maddy the Monster** is the name of the character in the story.

Teaching Tip



Make Believe Characters

Including make believe characters in children's stories helps them to let their imagination run wild. Not everything in English is about facts. Sometimes teachers should share literature with make-believe characters in it so the children can just read for enjoyment.

Teaching Tip



Teacher Talk and Planned Questions for DRTA

DRTA includes a series of planned questions that encourage students to think about a story as they go through it together. The following is a sample of pre-planned Teacher Talk with planned questions that can be used for this story.

Introduce the class to the story by telling them that **Maddy the Monster** is telling a story about all of the countries they have already learned about.

DRTA Teacher Talk: Page 60 – pictures 1 – 4

Say: **Let's look at the pictures on page 60.**

Picture 1: **Look at picture 1. Who do you think that character is? Yes, it's Maddy. Is Maddy a boy or a girl? Why do you think so?**

Picture 2: **Where do you think Maddy lives? How do you know?**

Picture 3: **Where is Maddy in picture 3? How do you know that?**

Picture 4: **Who do you think the monster is in Picture 4? Is it Maddy or someone else? Where is the character? How do you know?**

Say: **Let's listen to the first part of this story on the audiotape. Just listen this time. See if we guessed the right answers in each of the four pictures. We'll read together next time.**

DRTA Teacher Talk: Page 61 – pictures 5 – 7

Picture 5: **Where is the monster in picture 5? How do you know? Is this monster old or young? Why do you think that?**

Picture 6: **Where do you think the monster is in picture 6? Is this Maddy?**

Picture 7: **What is happening in picture 7? Do you think that is Maddy? Where is this monster?**

After the planned DRTA Teacher Talk introduction to the story, play the audiotape for the students. Ask them to read along. Walk around the class listening to see who needs help.

●DEMONSTRATE●

Read Aloud

Read the story to the students without interruption, adding lots of expression as you read.

●PRACTICE●

This story is set up like a storyboard. There are seven pictures with some dialogue in each one.

Below is an explanation for storyboarding:

Teaching Tip



What are Storyboards?

Storyboarding, or picture writing, is the origin of all written language, and was used by ancient cultures before text evolved. Storyboarding is a natural bridge to text. The Chinese language was built using pictographs. Egyptians used storyboards, or hieroglyphics, first etched in stone and later written on papyrus, to organize a complex society and to rule the ancient world.

Look at any comic strip and you'll see picture writing in action.

A storyboard is a writing format, generally a set of boxes (or rectangles, circles, or other shapes) placed in a logically sequenced order. Each box or frame is a place for the writer to put information, pictures, symbols, or text. Storyboards appear in many forms, including emerging literacy books. Storyboards are widely used because we know pictures combined with text offer a rich synthesis of information that can entertain and inform. The pictures in picture writing can be simple cartoons, photographs, or sophisticated technical diagrams.

Simple stick pictures combined with minimal text is an essential writing style for storyboarding. Offering students hands-on drawing has many advantages over using premade images or clip art. A central benefit of stick pictures is that kids can do them themselves and they like to draw. As we explore drawing, it is important to recognize that the act of drawing, like the act of writing text, is satisfying and informative. Putting pencil to paper, making symbols in pictures or text, helps our ideas to grow.

It is the logical sequencing power of storyboards, combined with the hands-on engagement of drawing, that makes this an excellent tool for young learners. A storyboard can be any length from two to many boxes, and it can be simple or elaborate. Storyboards can also be adapted to fit many tasks from maps to time lines. Storyboards help students learn to sequence events in a story in a simple way that makes it easy for them to recall and retell what has happened.

For teaching EFL students, this simple way of communicating content is an essential technique for teachers to learn.

Individual Work

Ask the students to divide their papers into four boxes. They can do this easily by folding the paper in half and then in half again.

Ask the students to retell the story using only four boxes. They do not have to write words in the boxes. They only have to draw the pictures to show what happened in each picture of their storyboard.

Tell the students to colour their pictures. They can print the name of the story in the top right corner of their paper. They should also put their name in the top right hand corner of the paper to take ownership for their work.

	Maddy's Family Photos By: Shaolin

Pair Share

Students can find a partner when they are done and “retell” the story in English using their storyboard to help them.

Think About It

Say: **Check the correct response for each of the three questions in this section.**

Check as a class.

ACTIVITY BOOK

.....

Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

Say: **Goodbye little monsters!**

Students should respond with: **Goodbye Teacher!**

Then ask the students to stomp like monsters to the door row by row as they leave the class.

After-Class Activities

Have the students take their storyboards home so they can retell the story to their parents.

Remind the students that they will do the Unit 4 Review next class.

Teaching Tip



Retelling a story

Retelling a story is an active procedure that may help students in comprehension, concept of story structure and oral language. Retelling also helps children play an active role in reconstructing a story for an audience. This provides for interaction between the child and the person listening.

Unit 4 Review

Unit 4 Review

1 Listen and tick



2 Read and write

Wang Nan: Do you know about London?
 Lily: Yes, _____
 Wang Nan: What do they speak in the U.K.?
 Lily: _____
 Wang Nan: What colour is the flag of the U.K.?
 Lily: _____
 Wang Nan: Where is Big Ben?
 Lily: _____

a. It's red, white and blue. b. They speak English.
 c. It's the capital city of the U.K.
 d. It's in London.

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3 Look, write and say

	Country	Capital City	Language

This is a kangaroo. It lives in Australia. Canberra is the capital city of Australia. People in Australia speak English.



China Canada the U.K. the U.S. Australia
 Beijing London Canberra Ottawa Washington, D.C.
 English Chinese French

63

4 Key words and sentences

Words:
 map star Chinese English Miss
 speak yellow easy
 there how many of

Sentences:
 Where are you from? I'm from the U.K.
 People speak English and French in Canada.
 This is a flag of the U.S. It is red, white and blue.
 The capital city of Australia is Canberra.

5 How am I doing?

	Listening	Speaking	Reading	Writing	Total stars
At school					
At home					
I am...	A 10-12 ☆	B 7-9 ☆	C 1-6 ☆		

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CLASS OPENING

Greeting

Greet the students. Tell the class that today is the review day so they should try their very best!

Say one of the chants from this unit together.

REVIEW

1. Listen and tick

Tell the students to look at the four rows of pictures in Part 1. They should listen to the audiotape and tick the picture that is correct in each of the four rows. Check as a class.

The audiotape says:

1. This is a map of Canada.

2. Do you know the flag of China? Yes, I know. It's red. It has five yellow stars.
3. Kangaroos live in Australia.
4. This is Big Ben in London. It's famous.

2. Read and write

Tell the students to read the dialogues between Wang Nan and Lily. They should fill in one of the answers below, a, b, c or d to complete each sentence. Check as a class.

3. Look, write and say

Tell the students to look at Part 3 then complete the chart with information for each picture with: country, capital city and language. Tell the students that all of the answers they need to fill in the chart are in the yellow box at the bottom of the page. Check as a class.

4. Key words and sentences

Go through the key words and sentences in the house in Part 4 with the students. You can read them together or ask students to read them one at a time so you can check to see who is able to do so.

5. How am I doing?

Ask the students to fill in the self-evaluation chart in Part 5. As they do so, walk around the class discussing how students understand their knowledge in each of the categories.

ACTIVITY BOOK

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Help the students find the page they need to work on. Hold up your activity book with that page open. Say **Let's open our activity books.**

Point to the page and walk around the class so that everyone can see.

CLASS CLOSING

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Congratulate the students for their hard work and for having completed the Learning English Book 8! They are now done Grade 4 so have a class celebration!

Ask each person in the class to tell you the thing they most liked learning in this book. Encourage the students to say something different from the students who responded before them.

Tell the students they did a great job! Then wave and say **Goodbye class! See you in Grade 5!**

Students should respond with: **Goodbye teacher! See you next year!**